

California Postsecondary Education Commission

Improving Teacher Quality State Grants Program

Project Description

Project Title	Accelerating Academic Literacy: A Pathway to College Success		
Grant Amount: \$885,820	Grant Period: October 1, 2005 – September 30, 2009		
Grade Level: 6 - 12	Subject Matter: English		
Institute of Higher Education	<input type="checkbox"/> University of California, Irvine (UCI)		
Local Education Agency	<input type="checkbox"/> Lynwood Unified (Lynwood High, Firebaugh High, Cesar Chavez Middle, and Hosler Middle)		
Additional Partners:	<input type="checkbox"/> UCI Department of Education/ UCI Writing Project <input type="checkbox"/> Program in Academic English/ ESL, School of Humanities, UCI <input type="checkbox"/> Paramount Unified School District		
Need for Project/ Population To Be Served:	<p>Lynwood Unified School District in Los Angeles County is comprised of fifteen schools serving 18,786 students. According to the 2002 U.S. Census, 27.7% of the student population, ages 5-17, comes from "families in poverty." 70.8 % of the students receive free and reduced lunch. Lynwood High School and Firebaugh High School, the district's two high schools, serve 4,905 students—87% of whom are Chicano/Latino and 12% of whom are African-American. Two thousand Lynwood High students are classified as English Learners. Only 37% of all students tested in Lynwood USD passed the California High School Exit Exam (CAHSEE) in 2006. Lynwood High has an API ranking of 2 and the school is in Program Improvement. Paramount Unified School District in Los Angeles County is comprised of twenty schools serving 16,674 students. 19 % of Paramount families are classified by the US Census as living below the poverty level. 82 % of Paramount students receive free and reduced lunch. Paramount High School serves 4,046 students, 83% of whom are Chicano/Latino and 11% of whom are African-American. Approximately 1,600 Paramount High students are classified as English Learners. Only 48% of all Paramount students tested in 2006 passed the CAHSEE. Paramount High has an API ranking of 3 and the school is in Program Improvement.</p>		
Project Goals:	<p>To develop a long-term educational partnership between UCI, Lynwood, and Paramount Unified School Districts to improve teacher quality and positively enhance student outcomes over a three year period, and beyond; To enable Lynwood and Paramount to raise their API base above the 700 mark (the current base is 617 in Lynwood and 668 in Paramount) and to move up and ultimately out of Program Improvement; To replicate the efficacy of the Pathway Project, a cognitive-strategies based reading/writing intervention that was highly successful in SAUSD, in Lynwood Unified and Paramount which has a similar population, socio-economic status, and performance profile.</p>		
Summary of Activities:	<p>This is a professional development program which aims to accelerate students' academic literacy by improving the quality of their teachers through exposure to rich, scientifically research-based reading/writing instruction. Activities will include: six professional development seminars and monthly after-school meetings per year on teaching reading/writing interventions to struggling secondary students and English language learners using a cognitive strategies approach; training in strategies to help students become strong, independent readers; training in strategies to help students meet <i>English/Language Arts Content Standards</i> including literary response and analysis, comprehension and analysis of informational nonfiction texts, and development of clear, coherent, focused essays. Teachers will also participate in administering a pre/post literature-based writing assessment and will collaboratively analyze student work; develop classroom libraries and Book Club activities; communicate with parents and attend a Pathway Parent Night; attend an Author's Day with their class; and assess student growth over time.</p>		
Outcomes Expected:	<p>To improve the quality of teachers' literacy instruction through intensive staff development in order: To increase students' language arts G.P.A, attendance rates, redesignation rates from LEP to FEP status, retention rates, and college-going rates; To demonstrate growth of at least one-half of a letter grade on the pre/post Pathway Assessment of Literary Analysis and to outscore control teachers by statistically significant margins; To increase experimental students' scores on standardized measures including the E/LA portion of the STAR and CAHSEE; To show growth in academic English as measured by the Vocabulary Profile (Cobb, 2002).</p>		
Teachers Served	34	Students Served	1190
Carol Booth Olson IHE Contact	Email: cbolson@uci.edu	Jose Urias LEA Contact	Email: chevy2u@aol.com
	Phone: (949) 824-7842		Phone: (310) 886-7147